

**STUDENTS' KNOWLEDGE OF COHESIVE DEVICE IN
ESSAY: A STUDY ON THE THIRD YEAR STUDENTS
OF ENGLISH EDUCATION STUDY PROGRAM OF
BENGKULU UNIVERSITY**



SKRIPSI

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART
FACULTY OF TEACHER TRAINING AND EDUCATION
BENGKULU UNIVERSITY
2014**

APPROVAL

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Motto

- 1. This is just the beginning.**
- 2. Hero is not the one who never fails but the one who continues to fight
(Tribute to Rock Lee Video).**

Dedication

With my greatest love and gratitude, this skripsi is dedicated to:

- My Lord Allah SWT and my prophet Nabi Muhammad SAW.**
- My beloved parents, my father, Salamun, my mother, Nurti Nengsi. Thanks for all your loves, prays, supports, and patients. I even do not know how to repay you for everything you have done to me. I love you all.**

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10. Purna Caraka Muda Indonesia Provinsi Bengkulu (PCMI Bengkulu). I will always remember that we are big family.
11. Al-Ikhwah. This is a long journey and sometimes we need to fight back.
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14. The UNIB English Debating Squad. Developing critical thinking is essential because someday we will have to debate on the green table!

The researcher realizes that this Skripsi is still imperfect, therefore all constructive feedbacks for this Skripsi is welcomed.

Bengkulu, June 2014

Eko Saputra

ABSTRACT

Saputra, Eko. 2014. *Students' Knowledge of Cohesive Devices in Essay: A Study on the Third Year Students of English Education Study Program of Bengkulu University*. Supervisor Drs. Alamsyah Harahap, M.Lib. Co-Supervisor Wisma Yunita, M.Pd.

This research aimed at investigating the students' knowledge of cohesive devices in essay. The subjects of this research were the third year students of English Education Study Program in 2013/2014 academic year who were asked to do reading test. The data was collected by documentation technique taken based on total sampling technique. The data were 49 results of reading test. The students were asked to locate the Grammatical Cohesive Device item and the Lexical Cohesive Device item of the test. The results of the data were analyzed descriptively. The result shows that in grammatical cohesive device, the students who could not locate substitution was (91,83%), the students who could not locate ellipsis was (87,75%), the students who could not locate conjunction was (16%) and the students who could not locate reference was (0%). In lexical cohesive device, the students could not locate collocation was (51,02%) and the students who could not locate reiteration was (42,85%). It shows that the most difficult grammatical cohesive device that the students still encountered was substitution and for the most difficult lexical cohesive device one was collocation.

Key Word: Writing, Essay, Cohesive Device

ABSTRAK

Saputra, Eko. 2014. *Students' Knowledge of Cohesive Device: A Study on the Third Year Students of English Education Study Program of Bengkulu University*. Pembimbing Utama Drs. Alamsyah Harahap, M.Lib. Pembimbing Pendamping Wisma Yunita, M.Pd.

Penelitian ini ditujukan untuk mengetahui pengetahuan *cohesive device* mahasiswa dalam essay. Subjek dari penelitian ini adalah mahasiswa tahun ke tiga Program Studi Pendidikan Bahasa Inggris tahun akademik 2013/2014 yang diminta untuk mengerjakan tes membaca. Data dari penelitian ini diambil dengan menggunakan teknik dokumentasi berdasarkan teknik sampel keseluruhan. Data dari penelitian ini diambil dari 49 hasil reading tes mahasiswa. Mahasiswa tersebut diminta untuk menemukan bagian-bagian perangkat kohesive gramatikal dan perangkat kohesive leksikal di dalam tes tersebut. Data hasil dari test dianalisis secara deskriptif. Hasilnya menunjukkan bahwa pada perangkat kohesive gramatikal, persentasi mahasiswa yang tidak dapat menemukan substitutsi adalah (91,83%), persentasi mahasiswa yang tidak dapat menemukan ellipsis adalah (87,75%), persentasi mahasiswa yang tidak dapat menemukan konjungsi adalah (16%) dan mahasiswa yang tidak dapat menemukan referen adalah (0%). Pada perangkat kohesive leksikal, mahasiswa yang tidak dapat menemukan kolokasi adalah (51,02%) dan mahasiswa yang tidak dapat menemukan reiterasi adalah (42,85%). Hal tersebut menunjukkan bahwa perangkat kohesive gramatikal yang paling sulit untuk dihadapi oleh mahasiswa adalah substitusi sedangkan perangkat kohesive leksikal tersulit adalah kolokasi.

Kata Kunci: Menulis, Essay, Perangkat Kohesive

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CHAPTER I

INTRODUCTION

I.1. Background

English as international language has been being taught globally by many education institutions in the world. Considerable demand for good communication abilities in every sector is becoming the core reason why people actually want to learn this language. Many jobs fields require English proficiency that consists of active and passive communication skill as what applicants must master. In order to be a good communicator in English, someone has to master four basic skills of the language. They are listening, speaking, reading, and writing.

Mastering writing skill is very difficult. According to Blanchard and Root (2010) in learning new language, writing is the most difficult skill to achieve. Expressing ideas through a piece of paper is for many times more complicated and frustrating than what it seems. Moreover, someone will never be able to make a good writing product without having the three previous skills. Someone will be able to write when he or she is able to listen, speak and read. On the other hand, it is also the most prestigious skill when she or he has mastered. Due to the fact that many professional activities requires writing product, no wonder that writing skill is by many ways the most important thing someone has to master. As one example, to graduate from a university, one has to make a thesis which is full of writing product. Therefore, even though it is difficult to achieve, the graduate candidate is necessary to be able to write well.

Various techniques are initiated to gain the optimal result of teaching writing in order to improve students writing skill which ranges from making a guiding writing product to free writing (Reid, 2003). In addition, they also provide their students with good supplements of book that sometime ordered from overseas. They sometime invite native English teachers to teach writing directly in the classroom. Therefore, students can learn the skill from the best source. Not only for students who take language major, nevertheless students who are enrolling on other different specific major; like engineering or accounting are given the same English treatment. This is done for achieving the good result as expected.

At University of Bengkulu particularly English Education Program, students still have serious problem in dealing with writing, particularly writing essay. Most of them are still confused on how to make a good essay where cohesive devices used is the indicator of good writing. Although they have learnt specific writing courses which are writing 1 until writing 4, it appears to be insufficient for them to accommodate their writing ability.

Various researches have been conducted to search difficulties encountered by those students. First, Mubarak (2013) conducted a research entitled “An Analysis of Students’ Ability in Building Cohesion and Coherence in Argumentative Essays Written by the Fourth Year Students at University of Bengkulu”. He found that the students at University of Bengkulu were categorized weak in using substitution, ellipsis, and low average for reference and lexical cohesion. Second, Arieza (2013) has also conducted a research entitled “Analysis

of Coherence in Argumentative Essays Written by the Six Semester Students English Study Program of Universitas Bengkulu”. The finding indicates that the students still have a problem in using transition signals, and logical order where those two things are cohesive devices used to achieve coherence in a text. Finally, Zulaiha (2012) carried out a research entitled “An Analysis of Transition Signal/Connector Used in Essay Writing by the Fourth Semester Student for English Department of Bengkulu University on Academic Year 2011/2012”. The result indicated that there were 4 types of transition signals used in students’ essay such as Coordinate Connectors, Adverb Clause Connectors, Noun Clause Connectors, and Adjective Clause Connectors. Most mistakes found in this study is the inability of using appropriate punctuation mark of the sentences that uses transition signals.

For that reasons mentioned, although the students had been able to write, the researcher became aware that it was necessary to conduct a study what was the reason that there were still so many students from English department could not perform good writing particularly in using cohesive devices in an essay as it covers the unity of paragraph and serve well generated ideas. The researcher was triggered to investigate whether the knowledge of cohesive devices was stated well with in the students mind by asking them to locate the cohesive device within an essay. This is important because the result can be a reflection for the institution to enhance better strategy dealing with methods, techniques, and approaches in teaching writing. The students of English Study Program must be able to have a good writing skills in order to teach writing when they have graduated. Therefore, the researcher investigates the writing problems in a research entitled“ Students’

Knowledge of Cohesive Device in Essay: A Study on the Third Year Students of English Education Study Program” where this research was conducted in University of Bengkulu.

I.2. Research Problems

The problems of this study were formulated as follows:

- Do the students of the English Study Program of the University of Bengkulu have knowledge of grammatical cohesive device in essay?
- Do the students of the English Study Program of the University of Bengkulu have knowledge of grammatical cohesive device in essay?

I.3. The Limitation of the Research

In order to keep this study on its focus, it is necessary to have some limitations. This research only investigated the students of the English Study Program of the University of Bengkulu knowledge of cohesive device in English essay. The cohesive devices that were analyzed were grammatical cohesive and lexical cohesive with a perspective that each student had been able to write an essay but not sufficiently well.

I.4. The Objective of The Research

This research was aimed to find out the knowledge of cohesive device of the students of English Department of University of Bengkulu in English essay

with a perspective that each of them had been able to write an essay but not sufficiently well.

1.5. Significance of the Study

The study was expected to provide useful information to the writing lecturers and the students of the English study Program on the difficulties in essay in English. In a smaller scope, the result of this study was expected to be a trigger for the students to improve their writing skills quality by them. Moreover, University of Bengkulu particularly Faculty of Education as the education institution would get useful information as a feed back to improve its quality of education.

1.6 Definition of Key Terms

To avoid ambiguity or misinterpretation of the research, the key terms are defined as follows:

- Writing is a sequence of generating ideas and knowledge through some process such as brainstorming, prewriting, writing, revising, editing, finalizing (Murray and More, 2006)
- Essay is an analytic or interpretive literary composition usually dealing with its subject from a limited personal point of view consisting of paragraph of introduction, paragraphs of body, and paragraph of conclusion (Nourse, 2001).
- Cohesive devices are a key or element to make the writing connected or tied one to another (Halliday & Hasan, 1976).

CHAPTER II

LITERATURE REVIEW

2.1. Definition of Writing

In today's life, writing is one of important skills that everybody has to acquire. Every single activity in life requires a person to write. When communicating with other people through email, letters, or short message services are actually a writing activity. But now, writing has more specific definition to deliver. It has more likely to be assumed that writing is transferring an idea to a piece of paper.

Writing is typing ideas on a brain into a piece of paper that require skill. In addition, it is also a sequence of generating knowledge and ideas (Murray & Moore, 2006). Islam and Zemach (2005) say that it is not easy for language 1 and language 2 learners to be skill-full in writing. In another words a writer at least must have enough knowledge in writing before ready to write. Knowledge of important elements in writing will lead the writer to produce a good writing product. In addition, it will guide the writer to take a correct way in putting all necessary and important elements of writing.

Writing has a very close relation to a language. The pattern of a written product will follow the rules of language that is used. Whether it is English, Bahasa Indonesia, Thai, and others, there are some specific rules, pattern, and structure serve. For example English, in order to make a good English writing product, a writer has to able to reflect the pattern thought of English native

speaker (Blanchard & Root, 2010). Otherwise, the writing product will look odd with different sense contained within the words and sentences in it.

Losing sense of the language means a failure in transferring the meaning of written product. There are always some ideas within a writing product that will be transferred to the reader. This is also always based on the pattern that can be recognized by the native speakers. If the reader is not a native English speaker, at least a reference and trace back to the native rules can be initiated in order to get the correct ideas from the written product. On the other hand, when the writer does not follow these rules. The reader may have some trouble in deriving the ideas of a writing product. This condition can be identified when the writer makes an English writing product but is still influenced by mother tongue language. The sentences made would seem strange and sometimes unable to be understood by the readers.

2.2 Good Writing

There are no specific details explaining what category good writing shall have. Blanchard and Root (2010) suggest that at least there are three things a good writing has which are subject, purpose, and audience. The first one is subject, it is necessary for a writer to determine what topic will be chosen before writing. One specific topic can be taken based on the interest of the writer. In addition, the writer has to make sure that the topic is not too general where it will be hard to develop. Second is a purpose. Every time a writer wants to write, the purpose has not been forgotten to be considered or what he is writing for. The most usual reason why a writer writes is to entertain, to inform, and to persuade the reader.

The last one is about audience. To whom a writer is writing for will determine the way a writing product will be like. If the writer wants to make it for a publishing journal, the writing product will come to appear with more formal language and punctuation system. Otherwise, if the reader target is children, then the language will be simpler to understand.

Then, even though a writing product is made by a master writer, but there shall always be revising for what has been written. Revising is different from editing. This is more like conceptual work to reread, rethink, and reconstruct ideas on paper until they connect with those in mind. Revising is re-seeing the approach, topic, argument, evidence, organization, and conclusion, and experimenting with change. In contrast, editing similar to stylistic work, modify language rather than ideas. It can be done by testing each word or phrase to see whether it is necessary, accurate, and correct (Willer, 2002).

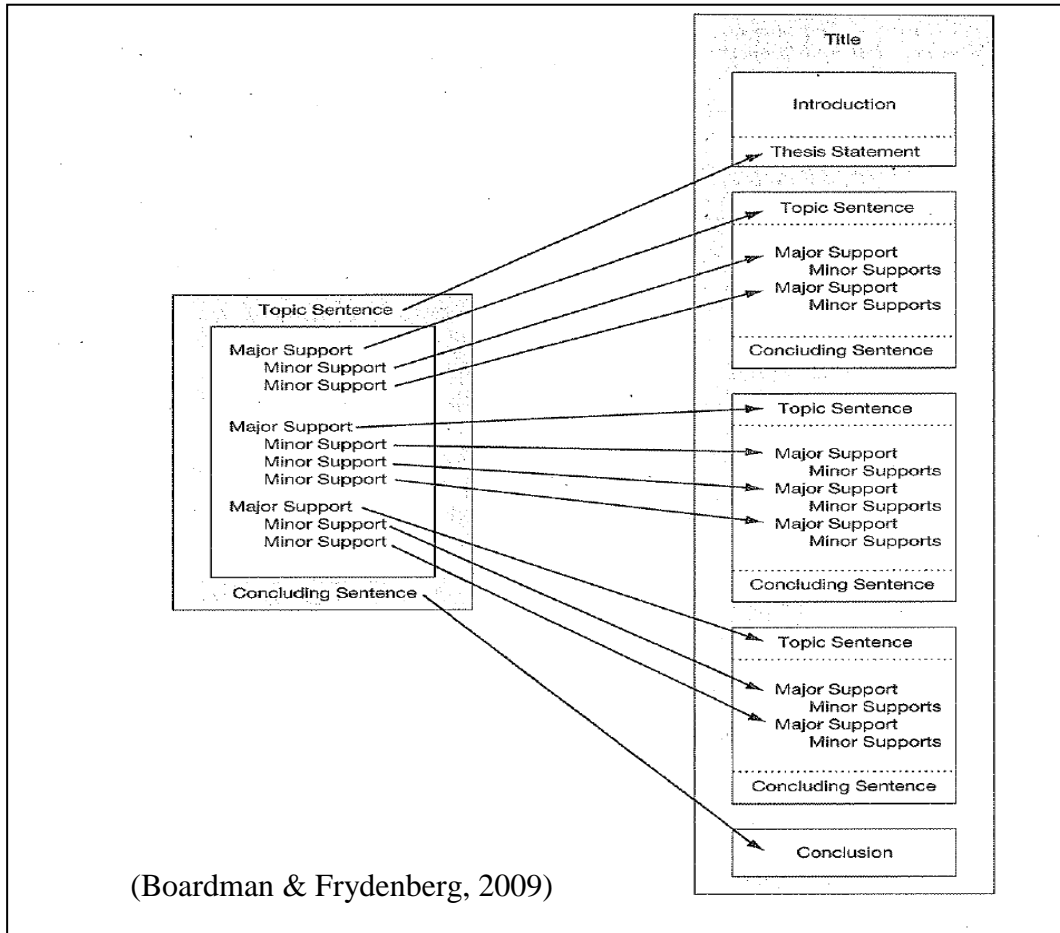
Furthermore, a good writing has to have a significant influence to the reader. It has to fulfil what the reader need as the information. It can be either for self esteem or for community sake like conducting a research. Therefore a good writing has to be able to create new knowledge and meaning (Taylor, 2009).

2.3 Essay

An essay is the developed form of group of paragraphs. It is developed into such a way then becomes better structured. Boardman & Frydenberg (2009) state that an essay consists of introduction paragraph three arguments and ended by one conclusion. The introduction contains a thesis statement. For the three arguments, each of them contains supporting sentences that can be identified to be

major and minor supports. After that, they also contain concluding sentence. For the last one, they are ended by one single conclusion paragraph.

Diagram 1: Elements of An Essay

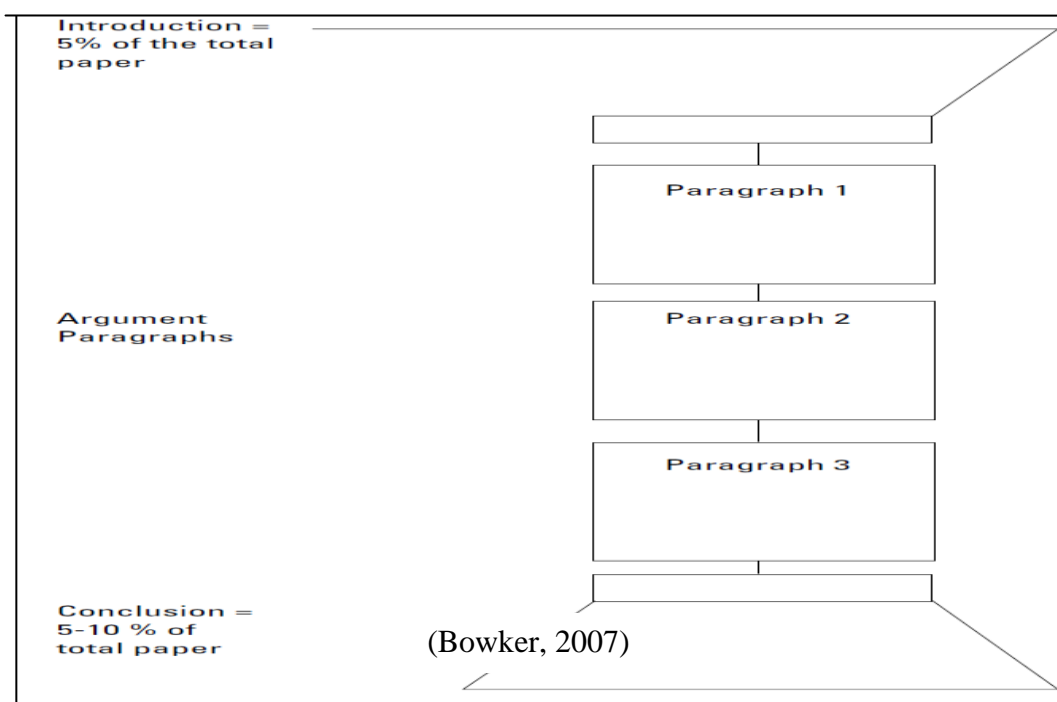


Next, there are several elements in an essay. Shiach (2007) points out that an essay serves three elements which are the opening paragraph, the development or body of the essay, and the conclusion. The opening one is necessary to be impressing so that the reader is going to be pulled when begins reading an essay. The development or the body is often made by three arguments. Although many essays are usually made of three arguments but there is still a possibility to add more. It depends on how many arguments shall be stated in order to get a clear and readable essay. In the end, the conclusion paragraph has to be modified with

more simple elaboration of the arguments. Some essays allow the writer to leave an unforgettable sentence to remember after summary all of the points derive from the previous arguments.

Moreover, another kind of essay element is also served in different point of view. Bowker (2007) also proposes a model for an essay where there is introduction, arguments paragraphs, and last with conclusion. The introduction

Diagram 2 : Model of An Essay



has five percent of the total paper. It is wrapped with general sentences then narrowed to the proposition of the essay. Next is paragraph. It is equipped by the first supporting sentence in paragraph one until three which will also be supported by sentence developing. In here, there will be fact, specific example, or even illustration. Finally, the concluding paragraph will appear with 5% until 10% length from the total paper. Due to its limited space sometime the conclusion only state the most important points from all points in paragraph. Like what is stated by Bowker, Blanchard, and Root (2010) also say that an essay has three subdivisions.

They are an introduction, a body with several supporting paragraphs, and a conclusion. Each of them stands for a specific purpose.

In summary, an essay is a piece of writing product that contains three important elements. They are one paragraph of introduction, three paragraphs of the body, and one paragraph of the conclusion. The introduction paragraph contains one thesis statement which is the general idea that the writer wants the reader to find; the body paragraphs contain some logical arguments that will answer the thesis statement; and the conclusion is where the reader will find the elaboration from all paragraphs above it. In the conclusion, the reader is given suggestive sentence which is easy for the reader to remember.

2.4 Essay Elements

In an essay, there are several salient important elements that constitute its form. They are as followings:

a. Introduction/Introductory/Opening/ Paragraph

The first part of an essay is the introduction/introductory/opening paragraph. Its function is to invite the reader to know the whole information about the essay generally. It is like a door to come in to get the first idea what the essay will be about. If the introduction paragraph is good then the reader will be interested to read more but when it is not, then the essay will be thrown out to the trash bin.

After that, the opening paragraph is required to grab the readers' attention. The same as in a library, when a reader comes into a book he or she will take a look at the opening paragraph first. It is attracting then he may borrow the book to bring home to read. If it is boring then he will start looking for another nice book

(Oshima & Hogue 1998). It complies how the opening paragraph determine whether the reader will read one book or not. This analogy is the same as the opening paragraph of an essay. If it is good then the reader will continue to read but if it is not, then another essay is waiting to be verified.

Next, an introduction paragraph of an essay has at least three functions to do. The first, it has to provide background information of the essay. Next, it must attract the reader. Furthermore, there shall be a thesis statement stated well there (Blanchard & Root, 2010).

The thesis statement is the most important part of an essay. It provides the whole compacting content of the essay. As the main information in the essay, it needs to be supported by supporting sentence by directly refer to the topic sentence (Boardman & Frydenberg, 2008). For sure, a thesis statement is also meant to indicate the reader what focus and intention of the discussion, so the reader may know the readers statement of intent (Murray, 2012).

Besides, the thesis statement is all about idea. Reid (2003) states that “The thesis is the dominant idea, explanation, evaluation, or recommendation that you want to impress your reader”. The reader may find all of that kind of thesis statements in the opening paragraph of an essay. It depicts to us that a thesis statement is varied from one to another, depending on what essay it serves. In the division and classification essay, the thesis statement will be in form of explanation. When it is cause and effect essay, the thesis statement is like an evaluation. Moreover, the problem and solution essay, the thesis statement will be like a recommendation. Furthermore, the topic sentence is not only as the main idea of an essay but also the sign of the writer’s style and approach (Bailey, 2003).

Different writer uses different approach and style in writing. Some of them like to explain strike to the points. Some others prefer to give more data and fact to strengthen his essayer. It will influence the reader whether he is interested and attracted or not. When they both fit, the reader will continue to read as the writer continues to write.

For the last, a thesis statement may appear in an explicit or implicit form. The explicit one shows the idea clearly and directly to the point where the implicit one still states the purpose of the essay but not directly stating it. The point is that the reader can still be able to recognize a thesis statement (Murray, 2012).

Here are examples of thesis statement:

a. Explicit thesis statement:

- *This essay takes a critical look at...*
- *This essay will consider whether....*
- *This essay seeks to shed light on the question of...*
- *In the following page I will...*
- *The following pages outline/discuss/report on/consider the similarities and differences between.....*

b. Implicit thesis statement:

- *The following discussion sets out to...*
- *The discussion that follows analyses the question ofand provides an account of why...*
- *..., and it is on the pros and cons of that this essay will focus.*

(Murray, 2012)

b. The Body of an Essay

The second important part of an essay is the body. It is also called as the central of an essay because the argumentations, facts and more explanations about the topic sentence are stated here. It is fulfilled by several paragraphs which sustain the thesis statement. Each of them generates one specific idea or subject. If begun with a topic sentence, each of them also mentions specific details, facts, and examples for paragraph (Blanchard & Root, 2010).

In each of them, the writer has to be specifically talking about one narrowed point only. By providing a good topic sentence but with no focus will result an ineffective paragraph. Instead of losing the focus, it is important to justify the case presented in the introduction by developing the arguments, deploying evidence, evaluating the strength of counterarguments and apparent counterevidence, and demonstrating their relevance to the beginning question in introductory paragraph (Taylor, 2009).

Moreover, the most logical structured idea shall be presented with in the main body, connected together a coherent argument. There shall be like a bridge between the first argument and the next ones. Using transition signals can make the point from one argument to other ones flow smoothly and seems related one another. For example, *first of all*, *for example*, *another important characteristic*, and *in conclusion* (Oshima & Hogue, 1998).

As the result, the body of an essay has all important information that want to be transferred to the readers. It constitutes commonly three split important points. Each point is generated to be one paragraph. In the paragraph, there are

one topic sentence, supporting sentences and evidence or example included. In addition, one paragraph is connected to another one through transition signals.

c. The Conclusion/Concluding/Ending Paragraph

The concluding paragraph is also important part of an essay. If there is a question with in an essay, it has the answer of it (Bailey, 2003). Its function is also to make the reader be impressed with the last sentence that you put to remember. In addition, the conclusion paragraph shall give clear comprehension about the essay points for the readers (Boardman & Frydenberg 2008).

Then, the ending paragraph has to be the accumulation of all arguments in an essay. Taylor (2009) suggests that the ending paragraph is the recapitulation of all arguments in an essay. It has to represent all of arguments of an essay but no way for repetitions. The writer needs to get a fresh and concise way of re-emphasizing the conclusion with being more specific and detailed (Shiach, 2007). Moreover, the concluding paragraph is stood from points of the body of paragraph, restating of thesis statement, or final comment from the essay topic (Boardman & Fryddenberg, 2008). Furthermore, Blanchard & Root (2010) mention that the conclusion paragraph has purpose to give summary by not using the same words as the main points in the writer essay. It would let the reader agreeing, disagreeing, or at least thinking about the writer thesis statement. In addition, Based on what explained by Blanchard & Root (2010) that there are three alternative ways to make good concluding paragraph in an essay which are by restating main points, asking a question, and suggesting solution; making a recommendation or prediction.

Nevertheless, the concluding paragraph or the conclusion has two main purposes. The first one is to conclude the main points or propose the thesis statement differently. The writer has to be able to change the thesis statement with different words construction but same meaning as the thesis statement one. The second, it provides the writer to give ultimate comment based on the details informed in the essay (Oshima & Hogue, 1998).

In summary, a conclusion paragraph has a purpose to give the last impression to the readers. It has final concise and compacted resume from all previous paragraphs with in an essay. Moreover, there is no way to make restatement from all of previous sentence. Different way of flow of sentence is required to make a good and smooth concluding paragraph.

2.5 Cohesion in an Essay

In a good essay, the paragraphs in it have to be unity. It means the discussion with in it only relies on the topic sentence. All supporting sentences must only describe about the topic sentence too. Even though, there are some specific details, facts, or examples, all of them shall never talk about something different from the topic sentence. If the topic sentence is about gold, the supporting sentence has only talking about gold. Talking about silver that is not related to gold is not allowed. (Oshima & Hogue, 1998)

The indicator whether a paragraph has the unity or not is by looking at the supporting sentences. When every sentences reflecting about the main point of the topic sentence, it means the paragraph is unity. However, when some the supporting sentences do not reflecting the topic sentence, it means the writer has do delete those unrelated sentences. (Blanchard & Root, 2010)

This will only be found when the paragraph is cohesive by using cohesive devices. Cohesive devices make sure that one sentence is connected with other sentences. It also makes the idea transferred clearly in the flow of sentences to the reader. Kenworthy (1991) states that the cohesive devices is used to connect one word to another word or one sentence to another sentence in a paragraph, therefore, the paragraph will be pertinent.

Furthermore, a writing product attached with cohesive devices will help the writer to obtain “stick together” classification. It is supported by Harmer (2004) it is imperative to the writer to put cohesive devices to obtain “stick together” within a writing product. In other words, good writing is determined by the present of cohesive devices.

In conclusion, the unity of a paragraph can be accessed from its focus of discussion. It must not be out of the focus or talking about more than one specific thing within it. It will only be achieved if the writer uses cohesive devices within their writing.

2.6 Cohesive Devices

In a good writing product, there has to be a cohesion. Cohesion can be defined as the property that distinguishes a sequence of sentences that form a discourse from a random sequence of sentences. It is a series of lexical, grammatical and other relations which provide links between the various parts of a text. In cohesion there is a distinction between grammatical cohesion consists of reference, substitution, ellipsis and conjunction and lexical cohesion which are repetition and collocation (Halliday & Hasan, 1976).

2.7 Grammatical Cohesive Devices

According to Halliday & Hasan (1976), In grammatical cohesive devices, there are four items are attached which are reference, substitution ellipsis and conjunction. Each of them stands as grammatical cohesive device that has its own character.

2.7.1 Reference

Reference is a condition where one word refer to the other word by its meaning. There are several categories of reference. They are two kinds of reference which are *exophora* or situational reference (referring to a thing independently of the context of situation) and *endophora* or textual (referring to a thing as identified in the surrounding text).

2.7.1.a Exophora

Exophora is a reference that is made with no direct to what it refers to unless the contextual aspect is known. For example:

That must have cost a lot of money (Halliday & Hasan, 1976)

In the sentence above, it is impossible to know the meaning of *that* or to what *that* refers to. The context of the sentence has to be known first to know what *that* really is. Let's assume that the previous speaker said *I have have just been on holiday in Tahiti, or The participants might be looking at their host collection of antique silver*. If the previous sentence is the first one *That* must means *holiday* but if the previous sentence is the second one *that* must be *antique silver*.

2.7.1.b Endophora

Endophora is a reference within a text that is made where the meaning or the word to what it refers to can be found surrounding the text. There are two kinds of endophora reference; anaphora and cataphora reference.

2.7.1.b.1 Anaphoric and Cataphoric References

We use definite article, pronouns, comparatives, etc to point back or forward to elements in the text in English. If a word refers to somebody or something that has already been mentioned before, this is called *anaphoric reference*. Meanwhile, references forward are called *cataphoric references*.

Example:

Anaphoric Reference:

Robert and William wanted to hunt a deer in the forest until midnight. However, (They) felt tired out and returned earlier. (Halliday & Hasan, 1976)

The (pronoun) word “they” refers back to mention the subject who are Robert and William. There are more pronouns like “we, she, he, it” when one of them refers back to the person or thing in the beginning of the sentence then it is called anaphoric reference.

2.7.1.b.2 Cataphoric Reference:

He who believes there is no god will be vanished

(Halliday & Hasan, 1976)

The word “He” refers to “Who believes there is no God” the sentence that appears after it.

Table 1 : Cataphoric Reference

Pronouns	He/she/it/they
Possessive Pronouns	His/her/hers/their/theirs
Objective Pronouns	Her/him/them
Demonstrative Pronoun	This/that/these/those
Other Phrases	The former/the latter/the first/the second

(Bailey, 2003)

2.7.2 Types of References

Reference has several types in its use. According to Halliday and Hasan (1976) there are three types of reference. They are personal reference, demonstrative reference and comparative reference. Each of them has different characteristic.

The first one is personal reference. The personal reference is reference by means of function in the speech situation, through category of person. For example:

There was an orange in the table. So I ate it.

(Akindelle, 2011)

The sentence above is object pronoun it refers to orange. It is named anaphoric reference, reference that refers back to the word that occurred before. Although orange and it are not persons but they are categorized as pronoun that replace the noun. More kinds of personal reference is presented in the following table:

Table 2 : Type of Personal Reference

Semantic category Grammatical Class	Existential		Possessive	
	Head		Modifier	
	Noun (Pronoun)		Determiner	
	I	me	Mine	My
	You		Yours	Your
	We	us	Ours	Our
	He	him	His	His
	She	her	Hers	Her
	They	them	Theirs	Their
	It		(its)	Its
	One			One's

(Halliday & Hasan, 1976)

The second one is demonstrative reference. It refers to something based on location and scale of proximity. For example:

Payment starts as little as £6.50 a month. That is under 22 pence a day.

(Halliday & Hasan, 1976)

The word *that* refers to the *payment*. It is more demonstratively describes that the payment is under 22 pence a day. The following are more examples of demonstrative reference words:

Table 3 : Demonstrative Reference

Semantic category Grammatical Function Class	Selective		Non-selective
	Modifier/head	Adjunct	Modifier
	Determiner	Adverb	Determiner
	This these	Here (now)	The
	That those	There then	

(Halliday & Hasan, 1976)

The third one is comparative reference. This is an indirect reference refers to something by taking into account its identity or its similarity. It also compares

something regarding likeness and unlikeness, without respect to any property; two things may be the same, similar or different. Here is one example of the comparative cohesive devise:

It is the same cat as we saw yesterday (Halliday & Hasan, 1976)

The adjective *same* within the sentence above is to compare the cat that is seen now with the cat that was seen yesterday where as the cat is similar. More comparative reference are shown in this following table:

Table 4 : Comparative Reference

Grammatical Function	Modifier: Deictic/Ephitet (see below)	Submodifier/Adjunct
Class	Adjective	Adverb
Grammatical comparison identity similarity	Same identical equal similar additional	Identically similarly likewise so such
Difference	Other different else	Differently otherwise
Particular comparison	Better more etc (comparative adjectives and quantifiers)	So more less equally

(Halliday & Hasan, 1976)

2.7.3 Substitution

A relation with in the text body is called substitution. A substitute is a short of couter which is used in place of the repetition of a particular item. For example:

- a. *The car's price is too expensive. I can only buy the cheaper **one**.*
- b. *You think Sue already drink. I think everybody **does***

c. *If you agree on that, **so is she***

(Halliday & Hasan, 1976)

All of the bold words above are the substitution of the noun and verb in the each previous sentence.

Moreover, substitution has various types. According to Halliday and Hasan (1997), substitution is divided in to three types. They are nominal substitution, verbal substitution and clausal substitution. Nominal substitution is perceived as substitution *one/ones*. It functions as Head of Nominal Group and only substitute for an item which is the head of nomina group. For example:

I shoot the hippopotamus

With bullets made of platinum

Because if I use leaden ones

His hide is sure to flatten 'hem (Halliday & Hasan, 1976)

Ones in the sentence above substitute the *bullets*.

The next one is verba substitution. This substitution uses *do* and substitutes the head of a verbal group. For the example:

The words did not come the same as they used to do

(Halliday & Hasan, 1976)

The word *do* above substitutes the verb *did come*. The full version of the sentence above is *the words did not come the same as they use to come*.

The last type of substitution is clausal substitution. This type of substitution uses *so* and *not*. These words change not only one word but the entire sentence.

Here is the example of the clausal substitution:

“.....if you’ve seen them so often, of course you know what they’re like.”

“I believe so”, Alice replied thoughtfully. (Halliday & Hasan, 1976)

In the example above the word *so* describes the clause *you know what they are like*

2.7.4 Ellipsis

Ellipsis is known as substitution of zero. It deletes elements in sentences. A cohesive device will be acquired if an earlier part of the text can be used to deduce the missing elements. Although ellipsis is almost similar to reference, an ellipsis is appearing in a sentence when it refers back to the previous sentence instead of a word in reference. For example:

The tiny creature – called Peewee – is fully grown and yet (he) measures less than one inch in length, (he) weighs less than one ounce and (he) is no higher than a 50p piece.

(Halliday & Hasan, 1976)

In the long sentence above we may find an appearing pronoun “he” but this is then omitted and the reader may still be able to derive the meaning from what the writer wants. This omission is called **ellipsis**.

2.7.5 Conjunction

Conjunctions and *conjunctive adverbs* as cohesive devices in writing are absolutely important. They bound one sentence with another sentence. Words used in this way include *and, but, because, however, thus, although* etc. For example:

Johnny has promised to turn over a new leaf and meet his deadlines.

***Although** I have yet to see any proof of this change.*

(Halliday & Hasan, 1976)

The word **although** has made the first sentence and the second one be related closely even though each of them has a contrast idea. There are four kinds of conjunction; additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

The first one is additive conjunction. This conjunction has a function to connect two clauses that contain different information. In the following is more examples for additive conjunction words:

And, or, nor, furthermore, besides, that is, in other words, etc

(Halliday & Hasan, 1976)

The second one is adversative conjunction. This conjunction connect two different clauses where each content is in contrast one to another by using these words such as *but, though, yet, however, on the other hand, in ether case, etc.* For example:

- *All of the figures were correct; they'd been checked. Yet the total came out wrong.*
- *All this time Tweedledee was trying his best to fold up the umbrella, with himself in it.....but he couldn't quite succeed.....*

(Halliday & Hasan, 1976)

The third one is causal conjunction. This conjunction bodes the cause or signals. The example of them are *so, thus, hence, therefore, consequently, accordingly, result, in consequence, because of that, etc.* For the example:

...she wouldn't have heard it at all, if it hadn't come quite close to her car.

The consequence of this was that it tickled her ear very much.....

(Halliday & Hasan, 1976)

The last conjunction type is called temporal conjunction. Its function is to give a sequence or a time for something to happen. They are *then, until then, next, afterward, subsequently etc.* In a sentence it can be like in this following:

The weather cleared just as the party approached the summit. Until then they had seen nothing of the panorama around them.

(Halliday & Hasan, 1976)

Those above are the types of cohesive devices conjunction. Its function is to connect two different clauses by adding, contrasting, indicating cause, and indicating temporal idea with in the clause. They serve a cohesiveness of an essay.

2.8 Lexical Cohesive Devices

Lexical cohesive devices are defined as the cohesive effect obtained by vocabulary selection. In order to have clearer picture about lexical cohesive device, Halliday and Hasan (1976). In lexical cohesive device, there are two main points are discussed.

2.8.1. Reiteration

Reiteration is a repetition of lexical words. They are the repetition of an earlier item, synonym, near synonym, or super ordinate or a general word, but it is not the same as personal reference, because it does not necessarily involve the same identity.

The first one is repetition. This lexical item is the repetition of similar words. In repetition, the writer will use the similar word to be explained in the next sentence such as:

There was a large mushroom growing near her, about the same height as herself; and, when she had looked under it, it occurred to her that she might as well look and see what was on the top of it. She stretched herself up on tiptoe, and peep over the edge of the mushroom.

(Halliday & Hasan, 1976)

In the sentence above it can be observed that the word *mushroom* refers to the word *mushroom* in the previous one. The word *mushroom* is repeated by *mushroom* again and it is called repetition.

The second one is synonym. Synonym is a repetition of different words but have the same meaning. The example of synonym can be observed as this following:

Accordingly.....I took leave, and turned to the ascent of the peak. The climb is perfectly easy....

(Halliday & Hasan, 1976)

In the text above, the word *climb* refers back to *ascent*. They have different word but the same meaning and it is called synonym.

The third one of reiteration is near-synonym or super ordinate. It changes the word into the brand name. For example:

Henry bought himself a new jaguar. He practically lives in the car

(Halliday & Hasan, 1976)

The word *car* refers to the word *jaguar* as jaguar as the brand of a car.

The last type of reiteration is general word. This is a line between lexical items and substitution. The example is given below:

There's a boy climbing that tree. The idiot's going to fall if he doesn't take care.

(Halliday & Hasan, 1976)

In the example above, the general word is *a boy*. The word *The idiot* refers the general word *a boy*. For full example of the four reiteration is serve below:

I saw a boy in the garden. The boy (repetition) was climbing a tree. I was worried about the child (super ordinate). The poor lad (synonym) was obviously not up to it. The idiot (general word) was going to fall if he (pronoun) didn't take care.

(Halliday & Hasan, 1976)

Therefore, the reiteration consists of four types. They are repetition or repeating the same word, synonym or having the same meaning, super ordinate or having nearly same meaning, and general word or pronoun refers to a general word.

2.8.2. Collocation

Collocation is more about lexical items that are found together within the same text. It appears when a pair of words is not necessarily dependent to the

same semantic relationship but mostly exist within the same lexical environment.

For example:

*In a theatre review we would expect to find words such as **actor**, **director**, **audience**, **cast**.*

Each of the bold word is collocated one to another.

2.9. Previous Researches

Several researches related to this research have been conducted. The first one is conducted by Mubarak (2013) entitled “An analysis of Students’ Ability in Building Cohesion and Coherence in Argumentative Essays Written by the Fourth Year Students of English Department of University of Bengkulu”, in 2012/2013 Academic Year. The subject of the research was 72 students who were randomly chosen by using data sampling technique. The data was analyzed by using percentage formulae and scoring rubric. The research result showed that the students of English Department at University of Bengkulu gained low score which were in range 3 to 3.5 in constructing cohesion and coherence in a text. In addition they had low understanding of the cohesion in a text and cohesive material.

After that, Arieza (2013) conducted a research entitled “Analysis of Coherence in Argumentative Essays Written by the Six Semester Students English Study Program of Universitas Bengkulu”. The research was aimed to investigate the coherence in students’ argumentative essay. The data was taken by using purposive sampling where 30 students were asked to make argumentative essay. The result shows that there were 2 essays categorized as very good (6.66%), 16 essays categorized as good essays (53.33%), 10 essays categorized as barely

acceptable essay (33.33), and 2 essays categorized as poor essays (6.66%). Those finding means the students still need to learn more the writing coherence.

Then, Zulaiha (2012) carried out a research entitled “An Analysis of Transition Signal/Connector Used in Essay Writing by the Fourth Semester Student for English Department of Bengkulu University on Academic Year 2011/2012”. The result shows that there were 4 types of transition signals used in students’ essay such as Coordinate Connectors, Adverb Clause Connectors, Noun Clause Connectors, and Adjective Clause Connectors. Most mistakes found in this study was the inability of using appropriate punctuation mark of the sentences that uses transition signals.

Finally, those previous studies used various ways to investigate student’s difficulties in using cohesive devices in writing essay. Most of them just investigate the one or two cohesive elements with only providing the problem and asked them to write. In this research, the researcher investigated specifically the students’ knowledge of grammatical cohesive device and lexical cohesive device by the students of the third year of English Education Study Program of University of Bengkulu.

CHAPTER III

METHODOLOGY

3.1 Research Design

This research was designed as a descriptive research. This research was conducted to identify and describe the students' knowledge of cohesive device in essay. The descriptive research was designed to describe the present condition of the research subjects (Gay, 1990).

3.2 Population and Sample

3.2.1. Population

The population of this research was the third year students of English Education Study Program in 2013/2014 academic year. The total number of the population was 81 students. They had taken writing courses; Writing I, Writing II, Writing III, Writing IV. In writing IV course, the students had learnt and practiced writing essay. Particularly, they had been given enough materials consisting of knowledge and time to practice on how to write introductory paragraph, paragraphs (body of essay), and concluding paragraph with all elements in it. Therefore, those students were the most reliable population in this research (source: Syllabus of academic writing Prodi Bahasa Inggris)

3.2.2. Sample

The sample of this research was 81 students of English Education Study Program of University of Bengkulu in 2013/2014. The total sampling technique was used to collect the data sample. Due to the fact that the numbers of samples were less than 100, therefore, the researcher took all of them as the sample (Arikunto, 2006).

3.3. Instrument

Test of Locating Cohesive Device Items

The test of Locating Cohesive Device was conducted in order to know whether or not the students had the knowledge of cohesive devices within their mind. The students were given an essay which was categorized as cohesive contained cohesive items respectively as the essay had been consulted and validated by an expert. This was aimed to provide them a chance to demonstrate their comprehending knowledge in using cohesive devices. After that, each of the students was asked to do two things; the first, they were asked to locate the cohesive devices stated within the reading test and name each of them if possible.

3.4 Data Collection Techniques

The data of this research was collected by giving the students a test of locating cohesive device items. The students were asked to read an essay consisting a topic that was decided by the researcher. Then, they were given time to do the instruction which were investigating the cohesive device by reading the text. The students were allowed to bring the test home in order to achieve the best conducive moment to finish the test; the students were only given two days in

maximum before submitting the tests. This was meant to get the maximum result from students test relating to their knowledge in using cohesive device.

3.5 Data Analysis Technique

Test of Locating The Cohesive Device

After collecting the students' essay, the researcher analyzed the test of locating cohesive device item results by reading or memoing, describing, classifying, and interpreting the entire students' essay comprehension test results (Gay & Airasian, 2000). The first one, the researcher read the students' tests results. The researcher read the result of the test one by one. Then, the test results were identified by the researcher by looking in detail how well the students underlined each word within the test results. The researcher described the situation of the test results. The researcher counted the number of cohesive device items that the students underlined, and split them based on their category (reference, conjunction, substitution, ellipsis) and (collocation and reiteration). The researcher also classified the students' answers into several categories that determined on their characteristics and types. The test results were classified based on the number of grammatical cohesive device that were mostly difficult to locate until the easier one. The final analysis was presented within this research by interpreting all of the students' results on the number of students could not locate reference, conjunction, substitution, ellipsis, collocation and reiteration. Finally, the researcher made percentage for each number of students who could not locate each item.

3.6 Validation Technique

In order to achieve a good and reliable test, the researcher validated the test by using face/surface validity technique. Arifin (2012) states that face/surface validity technique is a simple way to see the instrument through its face or surface form. If it is good already, so the instrument is categorized as valid. Therefore, the researcher consulted the content of the test to an expert, a person who had capability and ability in performing and demonstrating the grammatical and lexical cohesive device to observe the test.

At first, the researcher, asked the expert to check the test before distributed them to the students. Then, the expert revised some parts of the test that were not relevant and good for being tested. The expert also asked the researcher opinion why the researcher tends to use that test. After delivering the researchers ideas and got some parts revised, the expert finally stated that the test was valid and ready to be used.

The expert who validated the test of this research was Prof. Safnil, Ph.D. He is a professor in applied linguistic at the English Education Study Program of Language and Arts Department of Teacher Training and Pedagogy Faculty of Bengkulu University majoring in linguistics area. It can be seen from his papers that have been published in several different journals in Indonesia such as *Journal Komposisi (UNP Padang)*, *Linguistik Indonesia (Masyarakat Linguistik Indonesia)*, *Linguistika (Universitas Udayana, Bali)*, *Pelangi Pendidikan (BKS PTN Wilayah Barat)*, *Vidya Karya (Universitas Lambung Mangkurat, Banjarmasin)*, *TEFLIN Journal (Asosiasi Guru dan Dosen Bahasa Inggris se-*

Indonesia) etc, and overseas, such as in Guidelines (SEAMEO-RELC, Singapore), Australian Review of Applied Linguistics (ARAL, Australia), The Asian Pasific Researcher (Filipina) and Journal of English as a Foreign Language (Hiderabat, India), International Journal of Linguistics, and Journal of Multicultural Discourse.. He also ever won a reasearch grant from SEAMEO-RELC of Singapore to study the quality of English teachers in Bengkulu in utilizing English textbooks in 2002. More important, he has actively published some books which are ‘*Pengantar Analisis Retorika Teks*’ and ‘*Berbagai Cara Sukses Belajar Bahasa Inggris*’ which were published by FKIP Universitas Bengkulu Press. Due to the reasons above, he is the credible person to validate the test.